Ministry of Education

Annual Report for 2014-15

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Government of Saskatchewan

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Letters of Transmittal

Don Morgan, Q.C.
Minister of Education

Her Honour, the Honourable Vaughn Solomon Schofield,
Lieutenant Governor of Saskatchewan

May it Please Your Honour:

I respectfully submit the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2015.

Our diverse and resilient economy requires a well-educated and highly skilled workforce, and high school completion is one of the foundations for further education, training and employment opportunities.

Through a Student First approach, the education sector has been working to meet the targets identified in the *Saskatchewan Plan for Growth*. By asking ourselves, in everything we do, "What difference does it make for the student?" and "How can we work together to achieve this?", the *Education Sector Strategic Plan 2014-2020* brings coherence and alignment to the priorities of the Government, the Ministry, the sector and the classroom, to make a difference where it matters most – for the student.

The Annual Report describes the progress made toward the Plan for 2014-15 within the financial parameters provided.

Don Morgan, Q.C.
Minister of Education

Julie MacRae
Deputy Minister of Education

The Honourable Don Morgan, Q.C.
Minister of Education

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2015.

As Deputy Minister of Education, I acknowledge responsibility for the financial administration and management control of the Ministry. I further take responsibility for our Ministry's public accountability and ensure that the information and content of the 2014-15 Annual Report is meaningful, complete and accurate.

Julie MacRae
Deputy Minister of Education

Introduction

This annual report for the Ministry of Education presents the Ministry's results on activities and outcomes for the fiscal year ending March 31, 2015. It reports to the public and elected officials on public commitments made and other key accomplishments of the Ministry.

Results are provided on publicly committed strategies, actions and performance measures identified in the 2014-15 Plan. The report also demonstrates progress made on Government commitments in the *Government Direction for 2014-15: Steady Growth, the Saskatchewan Plan for Growth – Vision 2020 and Beyond*, throne speeches and other commitments and activities of the Ministry.

The annual report demonstrates the Ministry's commitment to effective public performance reporting, transparency and accountability to the public.

Saskatchewan's PreK-12 education sector has undergone a significant shift in the way strategic planning has historically been done. An Education Sector Strategic Plan (ESSP) was developed by the Ministry and provincial school division administrators and vetted by a wide range of education partners including elected school board members, First Nations partners, Métis partners and several other organizations. Staff at all levels participated in shaping this shared plan that will produce positive results for all Saskatchewan children and youth.

The Ministry's Priority Action Team was formed in October 2014 to support the implementation of the ESSP's reading and First Nations and Métis outcomes priorities. The Priority Action Team works with the priority owners and sector stakeholders to develop action plans for implementation of the two priorities.

Alignment with Government's Direction

The Ministry's activities in 2014-15 align with Government's vision and four goals:

Our Government's Vision

A strong and growing Saskatchewan, the best place in Canada – to live, to work, to start a business, to get an education, to raise a family and to build a life.

Government's Goals

- Sustaining growth and opportunities for Saskatchewan people.
- Securing a better quality of life for Saskatchewan people.
- Meeting the challenges of growth.
- Delivering responsive and responsible government.

Together, all ministries and agencies support the achievement of Government's four goals.

Ministry Overview

The Ministry of Education provides leadership and direction to the early learning and child care, Kindergarten through Grade 12 education, literacy and library sectors. The Ministry supports the sectors through funding, governance and accountability, with a focus on improving student achievement. The Ministry is committed to improving the learning success and well-being of all Saskatchewan children and youth, and the enhancement of literacy for all Saskatchewan people. The Ministry also supports and promotes government-wide initiatives to ensure quality citizen-focused services.

In the summer of 2013, the Ministry introduced a Student First approach to unify and re-orient the entire education sector to focus on what matters most – the student. The goal is to ensure that all students in Saskatchewan, in every corner of the province, have the education and skills to succeed when they graduate from high school. This approach also reflects a commitment to achieving education targets outlined in Saskatchewan's *Plan for Growth*.

The Student First advisors, Russ Mirasty and Patricia Prowse, completed an engagement process in June 2014. The engagements, both in person and online, focused on what's working well, what's not working well, and how the education sector can better support students and ensure they have the tools they need to succeed.

In October 2014, the advisors handed over their findings to the education sector (Provincial Leadership Team) and to the Government of Saskatchewan. A *Student First Discussion Guide*, which is available to the public, includes a summary of what was heard and the themes that emerged during the engagement process.

Themes included the importance of relationships among schools, families and communities; supporting students and teachers to ensure individual student success; a shared responsibility for student well-being among schools, families and communities; and a need for healthy culturally-affirming learning environments that are free of bullying and violence.

Throughout the process, the advisors took part in 120 engagement forums, heard from 994 students, parents/caregivers and teachers from provincial and First Nations schools, and held 42 sessions with key educational organization representatives. More than 1,500 submissions were received through the online engagement tool. Two verification sessions, held in June, marked the end of the engagements.

The Student First findings continue to drive the work and decisions of the education sector. The Student First blog that was set up during the engagement process continues to share success stories, highlight ministry and sector initiatives and emphasize the Student First approach to the education system in Saskatchewan.

The Ministry's organization chart on March 31, 2015 is located in Appendix 'A.'

Ministry Programs and Services

The Ministry's key programs and services include the provision of program and policy support to children and youth from birth to age 22, and literacy initiatives for all ages. Increasing graduation rates begins at birth – high-quality early childhood education, and early childhood intervention and care programs can support children in becoming productive, contributing members of society as adults. So, too, English and French learning programs, literacy initiatives and library services contribute to a strong, literate workforce. The Ministry provides:

- Early learning and child care services to 14,119 child care spaces in operation in 525 licensed facilities, 5,056 three- and four-year-old children and their families served in 316 operational Prekindergarten (PreK) programs, more than 1,400 children in Early Childhood Intervention Programs (ECIPs), and approximately 1,900 vulnerable families throughout the year in the *KidsFirst* program;
- Learning programs in English and French to 175,202 K-12 students in schools receiving provincial funding;
- Regulation and monitoring of 60 registered independent schools including eight alternative independent schools, 20 Qualified Independent Schools, four Historical High Schools, one independent school with a service agreement, 16 unfunded independent schools, 11 independent schools associated with a provincially funded school division, and 2,162 home-based students;

- Literacy initiatives; and
- Public and multi-type library services to approximately 591,211 library patrons.

In doing so, the Ministry engaged elected educational representatives and local, regional and provincial boards of community volunteers throughout the province representing 702 funded schools reporting to one of 28 school divisions, 301 licensed child care centres, and 14 Early Childhood Intervention Programs. The Ministry also supported 305 public libraries in 10 public library systems.

The Ministry's Environment

The province of Saskatchewan continues to evolve and grow, impacting the environment in which the Ministry operates:

- The population of zero to five-year-olds, of immigrant children and families, and of First Nations and Métis children and youth is increasing;
- A growing number of children require supports to be ready to learn when they enter school;
- Schools, child care centres, libraries and literacy groups are experiencing increasing enrolments and use; and
- Aging infrastructure challenges both schools and public libraries.

The provincial graduation rate has been around 75 per cent for a number of years, causing the Ministry and the entire PreK-12 education sector to re-evaluate its environment and its priorities to better support students.

Sector Planning and Implementation

In August 2013, the Ministry of Education and the PreK-12 education sector together embraced a new strategic planning and management methodology that uses structured planning, implementation and course correction to achieve outcomes. This process is expected to shape a new direction in education for the benefit of all Saskatchewan students.

A Provincial Leadership Team (PLT) continued to guide the sector planning and implementation process. The PLT consists of directors of education from 28 school divisions, the Deputy Minister, the Associate Deputy Minister and two Assistant Deputy Ministers of Education, nine representatives of First Nations education authorities and one Métis representative. The PLT confirmed the strategic intent, expanded and refined the enduring strategies, and adjusted the long-term outcomes and improvement targets.

Implementation of Cycle One of the Education Sector Strategic Plan took place in 2014-15. Planning for Cycle Two was finalized in February 2015.

Working with our sector partners to determine the priorities of the PLT, and the volume of work required to accomplish a sector plan for 2014-15 and beyond within the necessary timeline, necessitated the pausing of certain work previously committed to by the Ministry. This is reflected in the progress details throughout this report.

The ESSP 2014-2020 will be reviewed and refreshed on an annual cycle. In future years, the sector planning process will widen to include public libraries and literacy organizations.

Governance

In 2014-15, services were provided by 293.3 full-time-equivalent employees (FTEs), which was 5.7 FTEs less than the original allocation of 299.0 FTEs. This variance is a result of hiring an additional 9.1 student FTEs, offset by 12.8 FTE vacancies throughout the year and 2.0 vacancies due to the staffing restraint directive.

Progress in 2014-15

Government Goal: Securing a Better Quality of Life for Saskatchewan People

Strategy (from the Education Sector Strategic Plan) – Identify and implement a unified set of provincial high-impact reading strategies in 2014-15

Promising Practice

The province has set a goal of having 80 per cent of students at grade level or above in reading, writing and math by 2020. Inspiring children to read and to love to read makes a lifetime of difference and sets them up to successfully reach graduation. Living Sky School Division is using in-school literacy coaches to support students through guided reading.

Many of the most significant reading gains for students in Living Sky School Division have come as a result of their literacy coaches' daily targeted interventions in small, guided reading groups. With the appropriate interventions at the right time, delivered with consistency, Living Sky students have seen great results. Of the students taking part in the Levelled Literacy Intervention program, only approximately 15 per cent were reading at grade level upon entering; however, after 12 weeks in the program, more than 90 per cent were reading at or above grade level.

These targeted students left the program with renewed confidence that they can read and be successful at school. They continue to read daily, be supported by their classroom teacher and be carefully monitored by the school literacy coach.

By June 2020, 80 per cent of students will be at grade level or above in reading, writing and math.

In 2014-15, the Ministry and sector focused on improving reading results. Actions to improve math and writing results will follow in future years.

Key Actions & Results

The Ministry and school divisions made a commitment to develop consistent administration and reporting practices across all school divisions for all Grade 3 students.

- The provincial reading level was established at 70 per cent in June of 2014. During the 2014-15 school year, school divisions voluntarily submitted levelled reading data in November and March. It will also be collected in June 2015.

The Ministry continued on a path to develop an instructional practices model (K-12) for reading to support students to read at or above grade level.

- A model identifying effective reading instruction has been developed to support reading in grades 1-3. Work is underway to review practices currently in use in school divisions.

The Ministry and sector partners collaborated on development of a sector reading strategy for best practice in reading for grades 1-3.

- *Saskatchewan Reads: A Companion Document to the Saskatchewan English Language Arts Curriculum - Grades 1, 2, 3* was developed by a provincial working group. On March 11 and 12, 2015 it was shared with literacy leaders in school divisions and First Nations education authorities. Provincial school divisions and several First Nations education authorities have created implementation plans for *Saskatchewan Reads*.

Provincial and school division reading literacy teams for grades 1-3 were created to:

- ***identify needs within school divisions; provide professional development in school divisions as needed; and***
- ***provide resources needed to support models for learning such as literacy coaches.***

- All provincial school divisions have confirmed that an internal reading team has been established in their school divisions. Plans are being developed to support implementation and professional development in school divisions and First Nations education authorities during 2015-16.

The Ministry initiated formal discussions with teachers and post-secondary institutions to establish a partnership to examine teacher training programs. A provincial advisory group composed of representatives from both provincial universities was established. Discussions continue with Ministry staff and ESSP reading priority leaders relating to teacher training programs.

Strategy – In partnership with First Nations and Métis stakeholders, develop a First Nations and Métis student achievement initiative

Promising Practice

The province has set a goal of substantially reducing the inequity of graduation rates between First Nations and Métis students and their non-First nations and Métis counterparts. Viewed as one big provincial picture, the task can appear daunting; however, viewed one student at a time, the task looks within arm's reach. A one-on-one approach is showing rewards at Bedford Road Collegiate in Saskatoon.

Bedford Road's Academic Adoption Program is designed to support First Nations, Métis and Inuit students in successfully completing classes. Each student who is struggling to complete one or more classes is connected to a staff mentor (a teacher, counsellor or administrator), who works individually with the student and family, and makes sure all the supports needed are in place.

The results since 2011 have been dramatic, with a rapidly growing class completion rate for the school's First Nations and Métis students.

By June 2020, collaboration between First Nations and Métis and non-First Nations and Métis partners will result in significant improvement in the achievement and graduation rates of First Nations and Métis students.

Key Actions & Results

The Ministry continued to engage First Nations and Métis leaders in developing partnerships and plans in order to increase achievement and graduation rates of First Nations, Métis and Inuit students.

- As part of the Invitational Shared Services Initiative (ISSI), First Nations leaders across the province were engaged in the establishment of partnerships related to improved outcomes for students. The Following Their Voices initiative engaged First Nations and Métis education experts, practitioners and Elders in discussions on adapting classroom practice to better support the engagement and success of First Nations, Métis and Inuit students. As part of the ESSP and Provincial Leadership Team processes, the Federation of Saskatchewan Indian Nations and other First Nations education leaders contributed to discussions, initiatives and programs relevant to the success and engagement of the province's First Nations students.

The Ministry began to develop a governance model and transition plan to support development of the First Nations and Métis student achievement initiative, currently called Following Their Voices.

- An "Organizational Model and Governance Structure Discussion Paper" was developed and presented to the Following Their Voices Working Group for consideration in spring 2015.
- An interim operational structure has been established to provide support to the priority owner in the development and implementation of Following Their Voices.

Work was initiated to determine the applicability to Saskatchewan of an indigenous education model that has demonstrated exceptional success in increasing student engagement, achievement and graduation rates in another country.

- A research project, Seeking Their Voices, was undertaken to hear the views of students, teachers, parents and administrators. The goal of the research was to explore the relevance to Saskatchewan of a highly successful education reform in New Zealand and to confirm the most effective ways of improving learning outcomes for First Nations and Métis students. This research and analysis done within the Saskatchewan context provided direction to the creation of the Following Their Voices initiative to meet the educational needs of Saskatchewan's First Nations, Métis and Inuit students.
- Teacher support tools and resources were developed for implementing Following Their Voices in select sites for field testing.
- Saskatchewan Elders are being engaged for advice and guidance in an ongoing way for implementation of Following Their Voices, including through two provincial Elders' gatherings in 2014-15.

Progress towards the establishment of a professional development program to support teachers in culturally responsive education continued.

- As a result of the research undertaken, professional learning and development sessions were held, focusing on developing classroom strategies to promote interactions, build relationships and develop secure, well managed learning environments for and with First Nations, Métis and Inuit students.
- In the schools piloting this program, trained teacher facilitators support their teacher colleagues through a cycle of learning that includes classroom observations, feedback and goal setting, shadow coaching and co-construction meetings.
- In February 2015, a field test began in six Saskatchewan schools, including both provincial and First Nations schools, to identify the practices that will best meet the needs of Saskatchewan's First Nations, Métis and Inuit students. The test schools include:
  - Bedford Road Collegiate, Saskatoon;
  - Blaine Lake Composite, Blaine Lake;
  - Eagleview Comprehensive School, Onion Lake Cree Nation;
  - E.D. Feehan Catholic School, Saskatoon;
  - Scott Collegiate, Regina; and
  - Wesmor Community High School, Prince Albert.

The Ministry provided professional development to support in-school and system-based leaders.

- Beginning in February 2015, feedback from Seeking Their Voices was used as the foundation for six days of professional learning and development for staff involved in the six field test schools of the Following Their Voices initiative.

- A train-the-trainer model was developed where Following Their Voices personnel from the six field test schools provided workshops for school-based staff (principals and teacher-facilitators), who then provided professional learning and development to their own teachers.

In order to refocus resources on improving First Nations and Métis educational outcomes, curricula development for most English subject areas was stopped/paused, with the exception of high school science, French Immersion and Fransaskois curricula.

Work with teachers and school divisions to develop a plan for curriculum, instruction and evaluation that is linked to sector priorities was deferred, as it was not identified as an ESSP priority for 2014-15.

The Ministry oversaw expansion of the Invitational Shared Services Initiative (ISSI) through development of partnerships between First Nations education authorities and school divisions to provide supports to students living on-reserve and to teachers as part of government's response to the Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis People.

- In 2014-15 there was a new investment of $900,000 into the ISSI which was used to expand the program by six partnerships. This expansion brings the number of ISSI partnerships to 16, with a total annual investment of $2.4 million.
- In 2014-15, new partnerships were formed and plans were formalized to focus these initiatives on supports for students and teachers. These new partnerships have not yet had a full year of implementation.
- The ISSI partnerships are producing mutually beneficial relationships among First Nations education organizations, school divisions and the Ministry, where all learn from each other and build on each other's successes. ISSI partnerships are also leading to collaborative work on projects and initiatives outside of the scope of the ISSI.

Performance Measure & Results

Proportion of secondary students attaining eight or more or five to seven credits per year

Year (at June 30)	Proportion earning 8 or more credits per year[1]						Proportion earning 5-7 credits per year[2]					
	All	FNMI[3]	Non-FNMI[4]	Rural	Urban	North	All	FNMI	Non-FNMI	Rural	Urban	North
2009 (baseline)	60.0	24.5	70.2	69.9	58.7	19.4	16.5	16.1	17.9	14.2	17.8	16.0
2010	59.4	25.0	70.0	69.4	58.3	19.9	16.2	15.7	17.9	14.5	17.1	15.2
2011	59.5	25.2	69.3	69.1	57.8	20.8	16.2	15.9	17.5	15.0	16.8	16.1
2012	59.4	27.2	70.1	68.3	58.7	22.7	15.8	15.3	17.2	12.3	15.1	16.2
2013	60.4	29.5	70.4	68.6	59.6	22.8	15.8	15.3	17.2	14.7	16.6	18.4
2014	60.2	28.8	70.3	67.7	59.9	21.4	16.4	15.8	18.1	15.2	16.8	18.1

[1] *On track for graduation within three years.*
[2] *On track for graduation within five years.*
[3] *FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.*
[4] *Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.*

NOTES:
Data includes students in provincially funded, Historical High Schools, and First Nations schools.

Only students who are active on September 30 are included. Other students enroll after September 30 and complete credits (or don't complete credits), but they are not included in this measure.

Students in regular 24 credit programs (English, Fransaskois or French Immersion), alternative education (English or French) programs are included. Students in functionally integrated or special education programs are excluded. Students enrolled outside provincial school divisions who are in adult secondary programs are excluded. Home-based education students and students in custody and care schools are excluded. Students who have achieved Grade 12 standing in years previous to the specified year are excluded.

Numbers may differ from those previously reported due to broader inclusion of students on the Student Data System, and due to ongoing maintenance and updating of the System.

Source: Ministry of Education, Student Data System (data generated August 2014)

Measure Description

Saskatchewan secondary students must accumulate at least 24 secondary-level credits in order to graduate. This means that to graduate within three years after beginning Grade 10, students must accumulate an average of eight credits per year. This measure indicates that approximately 60 per cent of Saskatchewan secondary students are on track to graduate within three years; this rate has been relatively stable for the past five years. An additional 16 per cent of secondary students are on track to graduate within five years, also a relatively stable trend.

On-time, extended time and eventual graduation rates of students completing Grade 12 in the years shown (June 2011 to June 2014)

Completing Grade 12	On-time (Within 3 years)				Extended (Within 5 years)				Eventual (Within 8 years or more)			
	All	Non-FNMI[1]	FNMI[2]	Disparity	All	Non-FNMI	FNMI	Disparity	All	Non-FNMI	FNMI	Disparity
2011 (baseline)	72.2	81.8	32.9	48.9	81.3	87.9	48.5	39.4	82.9	87.7	54.4	33.3
2012	73.7	82.9	35.9	47.0	81.2	88.0	49.7	38.8	83.5	87.9	55.5	32.4
2013	74.8	83.9	37.4	46.5	80.1	87.0	50.0	37.0	82.4	87.4	54.9	32.5
2014	74.7	83.4	40.3	43.1	81.4	88.1	54.2	33.9	83.5	89.1	56.1	33.0

[1] Non-FNMI students are those who do not identify themselves to be First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk (FNMI), and may include FNMI students who choose not to self-identify.
[2] FNMI students are those who choose to self-identify as FNMI.

NOTES:
On-time graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. For example, June 2014 on-time graduation rates would be the percentage of students who 'started' Grade 10 in 2011-12 who completed by June 2014.

Extended time graduation rates are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (and include those who graduate on-time). For example, June 2014 extended time graduation rates would be the percentage of students who 'started' Grade 10 in 2009-10 who completed by June 2014.

Eventual graduation rates are calculated as the percentage of students who complete Grade 12 at any time after 'starting' Grade 10 (and include those who graduate on-time or within extended time). Eventual graduation rates shown in the table are for the cohorts of students who have had at least eight years to graduate from the 'start' of Grade 10. For example, June 2014 eventual graduation rates would be the percentage of students who 'started' Grade 10 in 2006-07 who completed by June 2014.

Data includes students in provincially funded, independent and First Nations schools.

Students are assigned to a Grade 10 start year cohort (group) in the year that they are registered in Grade 10 and achieve at least two marks (pass or fail). Students enrolled in Grade nine are not included in Grade 10 cohorts even if registered in Grade 10 courses.

Students who began in a regular 24-credit program and transfer to alternative education, functional integrated, or Adult 12 programs remain in the original Grade 10 cohort.

Students enrolled in functional integrated programs and those with alternative education Grade 10 standing are excluded from the Grade 10 cohort. Students are removed from the cohort if they move out-of-country or out-of-province before they graduate Grade 12 (that is, they are considered not to be in the cohort and do not affect the graduation rate).

Grade 12 completions include graduation in a Saskatchewan school through the 24 credit, adult secondary or alternative education programs.

Numbers may differ slightly from those previously reported due to broader inclusion of students on the Student Data System, and due to ongoing maintenance and updating of the System.

Source: Ministry of Education, Student Data System (Data 'not frozen' run on September 9, 2014)

Measure Description

Almost three-quarters of Saskatchewan students graduate within three years of entering Grade 10. However, some students need more time to complete all the courses necessary to graduate and continue in school longer than the typical three years after beginning Grade 10.

Youth who do not graduate from high school are at a serious disadvantage in terms of personal and economic success. As well, achieving equitable graduation rates between FNMI and non-FNMI learners is an economic, social and ethical necessity. This measure reflects the persistence of Saskatchewan students in achieving Grade 12 graduation. The provincial rate continues to remain relatively stable. Of note is the substantial improvement in the on-time graduation rate of FNMI students between June 2011 and June 2014.

The Education Act, 1995 directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education. Many factors influence student performance and require the Ministry and the education sector to work collaboratively with other partners such as the ministries of Health, Social Services and Justice, to address complex issues.

The Ministry's role in improving these results is to develop curricula that engage students, to provide supports to teachers and students, and to provide funding for PreK-12 programs and services that are delivered by sector partners. The Student First approach, launched in the fall of 2013, is an integral part of the education sector's plan to ensure that all students in Saskatchewan, in every corner of the province, have the education and skills to succeed when they graduate from high school.

Strategy – Graduation and Transitions

Promising Practice

Leaving a familiar neighbourhood school to move into high school can be an intimidating experience for some students. Research confirms that students have a better chance of succeeding in school when they have a personal connection to a teacher who takes an interest in their studies and their lives and motivates them to keep going even through difficult circumstances.

Three elementary community schools in Regina have taken this to heart by establishing a transition teacher at each of the three schools. These individuals work as half-time transition teachers at the elementary schools and also teach half-time at Scott Collegiate. As the Grade 8 students prepare for and begin their time at Scott Collegiate, they know someone is watching out for them and is working to ease their way into a new setting.

By 2020, Saskatchewan's graduation rate will be 85 per cent.

Key Actions & Results

The Ministry reviewed provincial high school graduation requirements and continued work to develop alternate pathways and supports to graduation.

- Graduation requirements across the country have been reviewed and a formal summary is in progress.
- Progress was made on the implementation of the dual credit policy which offers more opportunities for students to obtain high school credits, along with hands-on experience.
- A change in policy regarding summer school removed some of the barriers that were in place, making it easier for schools to offer summer school.

Work proceeded on development and testing of a MyBlueprint database, to be used by students entering Grade 9 to develop a 'graduation and transition from high school plan.' MyBlueprint is scheduled for a provincial rollout in 2015-16.

- Funding was allocated to the Saskatoon Industry Education Council for the provincial licence for *MyBlueprint* (embedded within SaskCareers), the development of educational resources, information technology support and professional development.
- Eight school divisions and two First Nations schools are participating in the pilot phase which is anticipated to end in June 2015.
- A draft proposal for the graduation and transition from high school plan was developed by the SaskCareers career development advisory committee and submitted to the PLT for consideration.
- Provincial rollout for 2015-16 is on target.

The Ministry collected information regarding the transition of students between Grades 7 and 10 to inform development of a middle years transition action plan for improvement. The data was shared with school divisions in order to inform their action plans. A provincial action plan has not yet been established.

The Programme for International Student Assessment (PISA) is an assessment conducted every three years by the Organisation for Economic Cooperation and Development (OECD), which assesses mathematical, science and reading knowledge and skills of 15-year-old students. The PISA assessment focuses on the ability of 15-year-olds to use their knowledge and skills to meet real life challenges which are prerequisites for efficient learning in adulthood and full participation in society. PISA was conducted in the spring of 2015 and the results will be released on December 6, 2016.

Strategy – Early learning and child care

Promising Practice

When parents entrust their most precious assets, their children, to child care and early childhood programs, they have a right to expect an environment that is safe and nourishing, and that promotes learning through play and exploration. Skilled Early Childhood Educators (ECEs) who understand how children learn and develop can be a vital link in the healthy growth of children.

The Ministry actively encourages staff in the early childhood education sector to achieve or upgrade their certification in one of three ECE levels. Courses can be taken from a variety of post-secondary institutions, either in person, online or through distance education. The Ministry also supports continuing education by providing tuition reimbursement grants for individuals already working in child care. The grants cover the costs of tuition and books for ECE courses. Other grants support ongoing professional development for staff.

The parent who is greeted at the end of the day by a smiling child overflowing with enthusiasm about their world and with tales of discoveries and friendships will know that a dedicated and well-trained Early Childhood Educator is on the job.

By June 2020, 90 per cent of students exiting Kindergarten will score within the appropriate range in four of the five domains as measured by the Early Years Evaluation (EYE).

Key Actions & Results

The Ministry continued to address the needs of the early learning and child care sector by gathering provincial baseline data through administration of the EYE Teacher Assessment of Kindergarten students and conducting analysis of the data to inform provincial, division and school-level programs and supports.

- 2014-15 is the baseline collection year. EYE-teacher assessments were collected by every division in every Kindergarten classroom this year. Kindergarten entry results were collected for over 13,500 Kindergarten students. Spring collections are currently underway with those results expected in August 2015.
- EYE implementation supports for families, school division personnel, educators and professional service providers were completed. These include the *EYE Informational Brochures for Families*, the *Saskatchewan Protocols for EYE Implementation*, as well as numerous webinars and other electronic resources available at the *Blackboard site, EYE from A-Z & PLC*.
- Key actions included the development of community level EYE data reports for Regional Intersectoral Committees and other partners. These community reports allow community-based Early Years sectors to begin conversations on how to respond locally to EYE data.
- The Responsive Tiered Instruction (RTI) approach at the heart of the school division's use of the EYE continued to impact the preparation of students for continued success in the primary years.

The Saskatchewan Child and Family Agenda (SCFA) interministry table continued to address policies that impact programs and services for children.

- The focus of SCFA has been to prioritize the needs of the most vulnerable children and families more effectively. A Complex Families Unit was established to design and develop interventions for the most complex children and families.

The Ministry continued to work toward government's commitment of 2,000 new child care spaces by March 2016. The Ministry exceeded its target of 500 additional child care spaces in 2014-15 with 805 new spaces, for a total of 14,119 licensed spaces as of March 31, 2015.

Funding was provided for 15 new Prekindergarten programs with an emphasis on improved support for vulnerable children.

- The additional Prekindergarten programs bring the total programs to 316 in 85 communities.
- There has been an increase of 161 programs since 2007-08, an increase of more than 100 per cent.
- Twenty-six school divisions were involved in the Ministry's targeted PreK program in 2014-15. A total of 5,056 children were enrolled and participated in the programs.

Performance Measure & Results

Early Learning and Child Care Program Non-Compliance Reporting for 2014-15

The provincial Auditor's Office released Volume 1 of its 2010 Report on May 25, 2010 which included the audit observations regarding the regulation of child care facilities. The report included a recommendation that the Ministry of Education report trends in child care facilities' compliance with *The Child Care Regulations, 2001* to the public annually.

The Ministry may become aware of licensed facilities operating in non-compliance with requirements of *The Child Care Act* and *The Child Care Regulations, 2001* in a variety of ways including scheduled visits to the facility such as annual reviews, unscheduled visits to the facility, other communication with the facility, or complaints received from parents and others.

When non-compliance is verified, a provisional licence is issued to the facility which notes the requirements not met and the expectation that the facility will work toward compliance. Provisional licenses can be issued for up to six months. Once requirements are met, a regular licence is issued.

There are approximately 525 licensed child care facilities in the province. In the 2014-15 fiscal year a total of 129 provisional licences were issued to child care centres and licensed family child care homes, with some facilities receiving extensions to their provisional licences. These licences were issued when the facility was not meeting all of the licensing standards and expectations of the legislation.

The most common types of non-compliance included:

- the provider or a staff member not meeting the minimum education or professional development standards;
- the facility not ensuring all hazardous items and materials are inaccessible to children;
- the facility not meeting application or renewal requirements for licences; and
- child care centres not maintaining accurate and up-to-date staff files.

Number of licensed child care spaces in Saskatchewan and proportion of licensed child care facilities in compliance with regulations

Fiscal Year	NEW SPACES BUDGETED IN FISCAL YEAR	SPACES IN OPERATION at March 31	% of Facilities in Compliance[1]	SPACES IN DEVELOPMENT at March 31	SPACES IN OPERATION & DEVELOPMENT at March 31	Annual Change	
						New Spaces in Operation	Per Cent
2005-06 (baseline)	500	8,712 (baseline)	—	Not available	—	—	—
2006-07	250	8,850	—	Not available	8,850 (in op)	138	1.6%
2007-08	1,000	9,173	—	387	9,560	323	3.6%
2008-09	700	9,699	—	536	10,235	526	5.7%
2009-10	1,500	10,848	—	1,231	12,079	1,149	11.8%
2010-11	235	11,761	—	452	12,213	913	8.4%
2011-12	500	12,275	99.0%	565	12,840	514	4.4%
2012-13	500	12,722	97.4%	1,087	13,859	497	4.0%
2013-14	500	13,314	96.4%	711	14,025	542	4.2%
2014-15	500	14,119	97.9%	352	14,471	805	6.0%

[1]Compliance reporting began with 2011-12. The compliance calculation changed slightly with 2012-13, from counting 'new' provisional licenses issued within the said period to counting all 'active' provisional licenses within the said period. Since 2012-13, the average annual compliance rate for child care facilities is calculated as the sum of the (monthly active provisional licenses for all facilities divided by the sum of the monthly total of licensed facilities x 100) subtracted from 100.

Source: Ministry of Education, Early Learning and Child Care System

Two trends in western Canada are combing to increase the demand for child care services: the first is an increase in the number of births; the second is a labour market that is attractive to parents of young children [*Western Policy Analyst*, Vol 5 Issue 1, October 2013]. High quality child care services promote optimal child growth and development, and they contribute to Saskatchewan's economy by enabling parents to actively participate in the labour force, or to seek further education and training. The number of child care spaces in operation and in development has increased by about 58.5 per cent since March 31, 2006.

The number of licensed child care spaces that become operational is impacted by circumstances such as a community's ability or capacity to develop and deploy the spaces allocated to them, or by delays in construction. The number of spaces in operation is also impacted by the closure of facilities. The Ministry has limited control over these situations.

Number of Prekindergarten (PreK) programs and spaces targeted at vulnerable communities and children, funded by the Ministry of Education.

	Number of PreK programs/ spaces FUNDED	Number of funded programs/spaces IN OPERATION at September 1
1997 (baseline)	26 / 416	26 / 416
2008	193 / 3,088	190 / 3,040
2009	212 / 3,392	212 / 3,392
2010	230 / 3,680	227 / 3,632
2011	271 / 4,336	266 / 4,256
2012	286 / 4,576	283 / 4,528
2013	301 / 4,816	300 / 4,800
2014	316 / 5,056	315 / 5,040

Saskatchewan's Prekindergarten programs provide vulnerable 3- and 4-year-old children with developmentally appropriate programming. Programming focuses on fostering social development and self-esteem, nurturing educational growth and school success, promoting language development, and engaging families. As well, PreK programs work toward equitable achievement of outcomes for First Nations, Métis and Inuit students. According to Saskatchewan Early Development Instrument (EDI) data, a population-level outcome measure of children's early preschool development, more Saskatchewan children are not developmentally ready when they enter school in comparison to estimates for the country as a whole – in Saskatchewan, 30.2 per cent of children score low on at least one domain in comparison to 25.4 per cent nationally. The Saskatchewan EDI baseline and recent population figures suggest there are approximately 9,300 vulnerable 3- and 4-year-olds in Saskatchewan. In collaboration with school divisions, the Ministry selects the highest needs communities and neighbourhoods for placement of PreK programs.

Since 2008, the number of PreK spaces targeted at vulnerable 3- and 4-year-olds has increased by 64 per cent. The number of PreK programs in operation can be impacted by circumstances such as delays in construction, over which the Ministry has limited control.

Strategy – Public Libraries and Literacy

Promising Practice

The care-free and unstructured summer months that students joyfully anticipate in June give way to unintended consequences for some students: learning loss. Students who do not have the supports they need to keep reading and progressing during vacation can find themselves at a disadvantage in the fall, and teachers need to reteach skills that were learned in the previous school year.

One effective response to summer learning loss has been the collaboration between the Ministry of Education, various school divisions, First Nations organizations, Frontier College and communities in running summer literacy camps. In 2014, the camps were offered in 30 communities with approximately 1,684 children attending.

Literacy and numeracy skills are embedded in what would otherwise be typical summer camp activities: local field trips, games, arts and crafts, cultural teachings, and exposure to First Nations languages. Most impressive of all, during the 2014 summer literacy camps children each read 13 to 14 books in addition to group reading activities, and each took home a free library of books.

Literacy skills and a love of reading spill over into all areas of a child's learning and into all of life. Let's hear what students and parents have to say: "I like reading now because it's fun!" and "My son enjoyed camp. He came back excited because of camp. It helped my son's speech and his reading skills … He has more confidence in himself."

Key Actions & Results

Government increased public library investments to ensure children and their families can access the community resources they need to learn and grow through reading.

- The public library resource sharing grant pool was increased by 1 per cent ($82,000).
- A four year province-wide licence to the *Tumblebooks* database for early literacy and family literacy and engagement was provided ($100,000).
- Funding was provided for province-wide implementation of the *Storybird* early literacy storytelling online database and commissioning of a new Aboriginal illustrations database supplement.
- The Ministry provided *The Toolshed* for library best practices in programming.
- Multilingual collections were enhanced and new multilingual early literacy kits were provided.
- The Ministry provided CommunityNet and/or internet access in all public library branches in Saskatchewan. Six additional rural library branches were added to the CommunityNet Wide Area Network and three rural branches were provided with temporary internet high speed connections and should be connected to the CommunityNet infrastructure later this year.
- Free Wi-Fi service in public libraries was launched.
- The Ministry provided enhanced digital access through Saskatchewan History Online (SHO) and the Multitype Database Licensing Program.

The Ministry ensured province-wide access to early literacy digital resources and developed an outcomes measurement framework to assess their effect on reading readiness and retention.

- Access to *Storybird* for all public library systems was provided, designed to develop outcomes-based programming to build digital literacy with children.
- The Ministry provided a province wide subscription to the *Tumblebooks Library*, an online collection of over 500 talking picture books which use animation, music and narration to engage readers. The *Tumblebooks Library* has an average monthly use of over 19,000 book views and has seen increasing usage over 2014-15.
- A suite of core early years content that integrates into the public library web services framework was created. This provided equitable access to consistent information for caregivers, links to library resources and local programs, and connections with the Ministry's reading strategy.
- The Ministry developed standard data definitions, shared outcomes and measures as well as facilitating shared and promising practices designed to develop capacity which can be measured across library systems and documented in the Library Toolshed.

In partnership with the library community, the Ministry developed a reporting and measurement tool for local, system and provincial public library services.

Phase One of the project involved:

- Drafting a research report with input from public library staff members at different staffing levels to incorporate several administrative perspectives;
- Implementing a digital measuring and reporting method to increase efficiency and reduce duplication of tasks;
- Conducting an environmental scan and literature review to compare methodologies with peer organizations and utilize existing techniques where appropriate; and
- Developing a reporting tool to illustrate how the measurement indicators compiled by the public libraries relate to desired sector outcomes and values, as well as how they relate to the Ministry of Education priorities and to the *Plan for Growth*.

The Ministry maintained a strong focus on adult and family literacy programming, taking into consideration community needs and government priorities. Recognizing that literate adults provide essential support to their families and their communities, the Ministry continued to provide funding and expertise for community literacy programs.

- The Literacy Office provided funding for targeted programs to increase the literacy levels of adults prior to entering the workforce and/or entering into further training.

- Adult literacy services included:
  - Monitoring organizations to ensure they were addressing identified community needs and government priorities;
  - Providing $600,000 to support non-formal adult learning opportunities (employability skills, basic literacy, English as an Additional Language) in seven regional colleges and Saskatchewan Polytechnic;
  - Providing $215,000 to support non-formal learning (one-on-one and small group tutoring) in five community organizations; and
  - Establishing a committee with representatives from stakeholder groups to review funding protocols for adult literacy funding.
- The Saskatchewan Community Literacy Fund (SCLF) provided funding to seven organizations to focus on adult and/or workplace literacy and to four organizations to focus on family literacy. Projects were located in rural and urban areas, as well as on-reserve.
- The Literacy Office provided funding to a provincial network of regionally based family literacy hubs that provide support and services to families to increase parental/familial engagement in children's learning and to help prepare them to enter the formal school system.
  - The Ministry provided $500,000 to 10 regionally based family literacy hubs (including funding for two new family literacy hubs), resulting in increased capacity to respond to growing demand for family literacy programs and services, particularly in areas with limited access to learning supports.
  - Implementation of a Family Literacy Renewal Framework resulted in stronger linkages between family literacy hubs, schools and community partners, enabling them to work together more effectively.

Work was begun on the development of a client-focused interministry provincial literacy strategy documenting existing programs and services, signaling opportunities for cooperation and identifying areas for new development.

- The Literacy Office is consulting with stakeholders to determine a protocol for funding non-formal adult literacy programs.

Strategy – Student safety and support

Key Actions & Results

The Ministry continued implementation of the recommendations from the Action Plan to Address Bullying and Cyber-Bullying, including implementing and supporting an online reporting tool, as well as 24/7 phone access, to allow reporting of bullying incidents.

- The Ministry remained committed to working with students, parents, teachers, school divisions and community organizations to implement the recommendations in the provincial action plan. The provincial plan provides students, families and schools with the knowledge, skills, resources and supports to help Saskatchewan children and youth feel safe and accepted at school, in their community and online. Some examples are:
  - Children and youth can now report bullying anonymously by phone, text or online.
  - Resources have been made available online through the "I Am Stronger" website hosted by SaskTel.
  - Two student forums have been hosted and a third is planned for the fall of 2015.
  - Training and professional learning opportunities are available for educators to support students to behave responsibly online, understand and respect gender and sexual diversity, seek help when needed, and proactively work to prevent and address bullying behavior by promoting positive relationships.
  - The Ministry is building the capacity of schools and communities to develop protocols and practices that establish consistency to prevent and respond to bullying behavior, crisis events and encourage school-based restorative approaches in more areas of the province.

The Ministry worked with school divisions to address recommendations in Volume 2 of the Provincial Auditor's 2012 Report regarding transporting students safely.

- The Ministry completed a survey to collect baseline data from school divisions about the items noted in the Provincial Auditor's report. The Ministry will continue working towards addressing these recommendations in consultation with school divisions in 2015-16.

Voluntary lean exercises continue to be supported throughout the Ministry and school divisions, in alignment with the priorities outlined in the Education Sector Strategic Plan. These improvements are making a difference to students, families, teachers and staff. For example:

- Several school divisions have reduced student wait times for specialized services such as speech and language, educational psychology and occupational therapy.

The Ministry provided supports for immigrant and English as an Additional Language students and their teachers.

- Supports for Immigrant students included:
  - Two training sessions for high school youth on the topics of anti-racism and anti-discrimination in Regina and Saskatoon, provided by the Multicultural Council of Saskatchewan;
  - A continuing partnership between the Ministry of Education and the Ministry of the Economy for provision of over-the-phone interpretation services to school divisions in order to facilitate multilingual communication between school personnel and newcomer parents on matters related to the education of their children; and
  - Development of resources to assist school divisions with settlement and integration of newcomer families and students.
- Supports for English as an Additional Language (EAL) included:
  - Distribution of $600,000 to school divisions for initial assessment of 2,119 newcomers and eight EAL innovative assessment projects. An additional $1 million was distributed directly to school divisions to meet local EAL needs;
  - The provision of funding and guidance for the development of EAL support documents in the areas of reading and writing. The documents are aligned to the Common Framework of Reference (CFR), and can be accessed online by all school divisions; and
  - Provincial EAL data collection in the Student Data System (SDS) and results interpretation for a three-year comparative snapshot of numbers, locations and language progress of EAL learners. The data is used to inform local and provincial decision-making about EAL supports, resources and funding.
- EAL professional support included:
  - A new online registration process introduced by the Ministry allowing school divisions to request access to four locally developed EAL courses; and
  - An enhanced Blackboard webpage for EAL, Immigration and Languages to include more professional learning resources for educators. The CFR Global Scale and math assessment tools are now posted in various languages.
- Supports for Additional Languages included:
  - The Ministry's facilitation of the CFR language scale implementation in all heritage language schools; and
  - Recording of the language progress of all Saskatchewan students who are studying languages after school hours in a manner consistent with EAL records within the SDS.

The Ministry continued to establish opportunities for Saskatchewan students, administrators and schools to participate in global learning and cross-cultural engagements through online exchanges with Jilin, China.

During the 2014-15 year, the Ministry researched options for increasing the number of K-12 students studying Mandarin in Saskatchewan. A review of what other Canadian jurisdictions offer for Mandarin language instruction in K-12 was completed. The Ministry communicated to school divisions the availability of secondary Mandarin courses. The Ministry also drafted a plan to increase the number of K-12 students in Saskatchewan studying Mandarin, from approximately 300 in 2013-14, to 500 by 2020.

Government Goal: Meeting the Challenges of Growth

Strategy – Infrastructure

Key Actions & Results

Improving and maintaining our province's schools benefits the entire community. The investments in school infrastructure are closely linked with growing our economy, improving our quality of life and taking pride in our communities. The Ministry invested $96.2 million in school capital funding in 2014-15.

- Six new/replacement school projects were completed:
  - o two in Swift Current (public and Catholic);
  - o one in Regina;
  - o two in Saskatoon (public and Catholic);
  - o one in Lloydminster; and
  - o one in White City.
- Four major renovation projects were completed.
- Six school projects are currently in the construction phase.
- Four school capital projects are in the design phase.
- Growth in Saskatchewan has created a demand for the purchase, design and delivery of relocatable classrooms to school divisions. Relocatable classrooms offer flexibility at the local level to deal with the space crunch and alleviate the pressure caused by increasing enrolments. In 2014-15, funding was provided for 29 new relocatables and the moving of 10.
- The Emergent Funding Program was designed to address emergent infrastructure pressures for school divisions that fall outside the scope of preventative maintenance. Eleven emergent projects were approved to address various issues such as air quality, roof and structural issues.
- The Government of Saskatchewan announced it would build 18 schools on nine joint-use sites in Saskatoon, Regina, Warman and Martensville, which are all experiencing extraordinary growth.
- The Joint-Use Schools Projects met the following project milestones:
  - o 3P Lean Participatory Design Workshop;
  - o Base and modified conceptual design;
  - o Request for Qualifications; and
  - o Request for Proposals.

Government Goal: Responsive and Responsible Government

Strategy – Legislation and funding matters

Key Actions & Results

In collaboration with education partners, the Ministry created a transition committee and introduced legislation to support the establishment of a professional, self-regulating entity for the teaching profession.

- The transition committee consisted of representation from the Saskatchewan Teachers' Federation, the League of Educational Administrators, Directors and Superintendents, the Saskatchewan School Boards Association, the Federation of Saskatchewan Indian Nations, the First Nations Directors of Education, and a public representative.
- This committee collaborated on the development of a plan and provided much input and feedback on the draft legislation.
- *The Registered Teachers Act* was introduced in the legislature in the fall (2014) session and received royal assent in the spring (2015) session. The legislation will enable the establishment of the independent Saskatchewan Professional Teachers Regulatory Board which is planned to begin operations in the fall of 2015.

The Ministry began a review of the education funding model to include students paying tuition to attend provincially funded Saskatchewan schools and funding provided to school divisions on a 'per school' basis.

- The Ministry performed analysis of various tuition issues, and held discussions with a number of stakeholders. The entire funding model will be reviewed in the 2015-16 year, in collaboration with school divisions and the Ministry's stakeholder organizations.

2014-15 Financial Overview

Introduction

Total 2014-15 actual expenditures for the Ministry were $1,797.4 million resulting in a variance of $39.5 million over the original budget of $1,757.9 million and $40.4 million over the restated budget of $1756.9 million

Actual expenditures were over the 2014-15 budget mainly due to items requiring supplemental funding. Supplementary Estimates and a Special Warrant equalling $43.3 million were required to secure nine new school sites in Regina, Saskatoon, Martensville and Warman; provide additional school operating funding to address pressures associated with the Collective Bargaining Agreement; alleviate the shortfall resulting from Education Property Tax reconciliation; provide increases in school operating grants to reflect increased enrolment; fund additional expenses related to the Joint-Use School Project; and accommodate additional rent and courier expenses.

Revenue for the Ministry was $7.5 million, a decrease of $300,000 under the budget of $7.8 million. The decrease was primarily due to a $1.4 million reduction of federal government funding for post-secondary which is now reported by the Ministry of Advanced Education, offset by an increase of capital grant funding approved in the year prior and an increase in high school transcript requests.

Expenditures

The following table provides information on actual and original budgeted expenditures by subvote and allocation. Variance explanations are provided for all variances greater than $1.0 million.

	(in thousands of dollars)			
	2013-14 Actual Expenditures	2014-15 Budget Expenditures	2014-15 Actual Expenditures	Variance Actual to Budget
Central Management and Services (ED01)				
Minister's Salary (Statutory)	$49	$48	$48	–
Executive Management	$1,774	$1,363	$1,846	$483
Central Services	$11,752	$13,555	$12,107	($1,448) [1]
Accommodation Services	$4,547	$3,952	$5,550	$1,598 [2]
Subvote Subtotal	$18,122	$18,918	$19,551	$633
K-12 Education (ED03)				
Achievement and Operational Support	$28,622	$32,349	$29,498	($2,851) [3]
School Operating	$1,143,469	$1,170,431	$1,199,976	$29,545 [4]
K-12 Initiatives	$31,771	$38,296	$34,328	($3,968) [5]
School Capital	$96,419	$96,169	$107,610	$11,441 [6]
Educational Agencies	$510	$501	$538	$37
Subvote Subtotal	$1,300,791	$1,337,746	$1,371,950	$34,204
Early Years (ED08)				
Operational Support	$4,110	$4,402	$4,104	($298)
KidsFirst	$4,662	$4,569	$4,569	–
Early Childhood and Intervention Programs	$3,964	$3,913	$4,004	$91
Child Care	$47,617	$51,063	$50,246	($817)
Child Care Capital Transfers	$3,857	$1,700	$1,675	($25)
Subvote Subtotal	$64,210	$65,647	$64,598	($1,049)
Literacy (ED17)	$2,779	$2,769	$2,787	$18
Provincial Library (ED15)	$12,625	$12,722	$12,691	($31)
Teachers' Pension and Benefits (ED04)				
Teachers' Superannuation Commission	$1,205	$1,563	$1,262	($301)
Teachers' Superannuation Plan (Statutory)	$201,077	$222,853	$215,963	($6,890) [7]
Teachers' Group Life Insurance (Statutory)	$2,169	$2,224	$2,065	($159)
Teachers' Dental Plan	$11,420	$11,424	$11,399	($25)
Saskatchewan Teachers' Retirement Plan (Statutory)	$71,775	$82,720	$85,051	$2,331 [8]
Teachers' Extended Health Plan	$18,987	$19,301	$19,495	$194
Subvote Subtotal	$306,633	$340,085	$335,235	($4,850)
Total Appropriation	$1,705,160	$1,777,887	$1,806,812	$28,925
Capital Asset Acquisitions, Net	($35,348)	($21,133)	($10,062)	$11,071 [9]
Non-Appropriated Expense Adjustment	$1,149	$1,100	$600	($500)
Total Ministry of Education Expense	$1,670,961	$1,757,854	$1,797,350	$39,496

Variance Analysis 2014-15 Actual Expenditures to Budget

1. Variance is primarily due to lower usage of the Productivity Fund and other operating costs as a result of fiscal restraint.
2. Increase is mainly due to higher than planned rent and courier costs, as well as costs related to the inter-ministerial transfer of shared ownership of school capital projects.
3. Decrease is mainly due to contractual and operational savings due to fiscal restraint.
4. Variance is primarily due to pressures associated with funding for Conseil des écoles fransaskoises (CÉF) lawsuits, higher than expected 2013 property tax reconciliation, increased enrolment and the new Collective Bargaining Agreement, offset partially by savings associated with principal and interest relating to school capital loans.
5. Reduction due mainly to lower enrollments for youth in care facilities and independent schools, and savings due to a delay in a decision on copyright tariffs.
6. Variance in school capital was required to secure land for Joint-Use School Projects, partially offset by project delays.
7. The Teachers' Superannuation Plan was lower than budget due to fewer teachers expected to retire, lower annual pensioner payable than projected, higher average contributions released per retiring teacher than assumed, which resulted in a lower required contribution from the General Revenue Fund.
8. The Saskatchewan Teachers' Retirement Plan was above budget due to higher contributions required.
9. Variance is due to the approved transfer of funds from the capital budget to school divisions operating grants in order to increase front-line supports for students, the expense of furniture for the Joint-Use School Project opened in the year prior and the discontinued work-in-progress initiative.

Funding Provided to Third Parties

Actual funding provided to third parties totalled $1,756.4 million. This was comprised of:

- $1,200.0 million School Operating grants
- $334.0 million Teachers' Pensions and Benefits
- $107.6 million School Capital transfers to support school divisions
- $50.2 million Child Care grants
- $34.3 million K-12 Initiatives
- $8.9 million Provincial Library grants
- $4.6 million *KidsFirst* Strategy
- $4.2 million First Nations and Métis Joint Task Force
- $4.0 million Early Childhood Intervention Programs
- $3.7 million French Education grants
- $2.5 million Literacy grants
- $1.7 million Child Care Capital grants
- $0.5 million miscellaneous grants to educational agencies
- $0.2 million General Proficiency Awards

Revenue

A summary of the Ministry's 2014-15 budgeted revenue compared to actual revenue is presented below. Variance explanations are provided for all variances greater than $1.0 million.

	(in thousands of dollars)		
Revenue Category	Budget	Actual	Variance Over/(Under)
Privileges, Licences and Permits			
Teachers' Certificates	$96	$82	($14)
Subtotal	$96	$82	($14)
Sales, Services and Service Fees			
Other Miscellaneous Services	$434	$573	$139
Subtotal	$434	$573	$139
Receipts from Other Governments			
Federal-Provincial Cost Sharing Programs	$6,733	$5,351	($1,382) [1]
Subtotal	$6,733	$5,351	($1,382)
Other Revenue			
Casual Revenue	$34	$128	$94
Refund from Previous Years' Expenditures	$500	$1,322	$822
Salary Overpayment Refund – Prior Years	$0	$10	$10
Subtotal	$534	$1,460	$926
Total Revenue	$7,797	$7,466	($331)

Variance Analysis Actual Revenue to Budget

1. Revenue was lower than budgeted in federal funding for the promotion of bilingualism in education as $1.4 million related to the post-secondary portion of the *Canada-Saskatchewan Agreement on Minority-Language Education and Second-Language Instruction* is now reported by the Ministry of Advanced Education.

For further information, please contact the Communications Branch of the Ministry of Education.

Special Purpose Funds

Audited financial statements for the following special purpose funds are available by contacting the Communications Branch of the Ministry of Education.

Prince of Wales Scholarship Fund

The Prince of Wales Scholarship Fund (PWSF) operates under the authority of section 4.1 of *The Education Act, 1995*. The PWSF was established on January 1, 2003 for the purpose of assisting students in community schools to complete their secondary education. The Ministry of Education administers the PWSF. Donations received by the PWSF qualify for a receipt for income tax purposes.

School Division Tax Loss Compensation Fund

The School Division Tax Loss Compensation Fund (SDTLCF) was created by an amendment to *The Education Act, 1995* through *The Treaty Land Entitlement Implementation Act* and came into force on June 22, 1993. Regulations to administer the SDTLCF were established by Order in Council on December 14, 1994.

The SDTLCF is administered by the Ministry of Education on behalf of school boards. The purpose of the SDTLCF is to provide tax loss compensation to school divisions that lose tax revenue as a result of lands within that school division being set apart as an Indian reserve. The SDTLCF receives money from the provincial (Ministry of Government Relations) and federal (Aboriginal Affairs and Northern Development Canada) governments as part of the Treaty Land Entitlement Framework Agreement. Payments are made to affected school divisions according to the formula stated in the regulations.

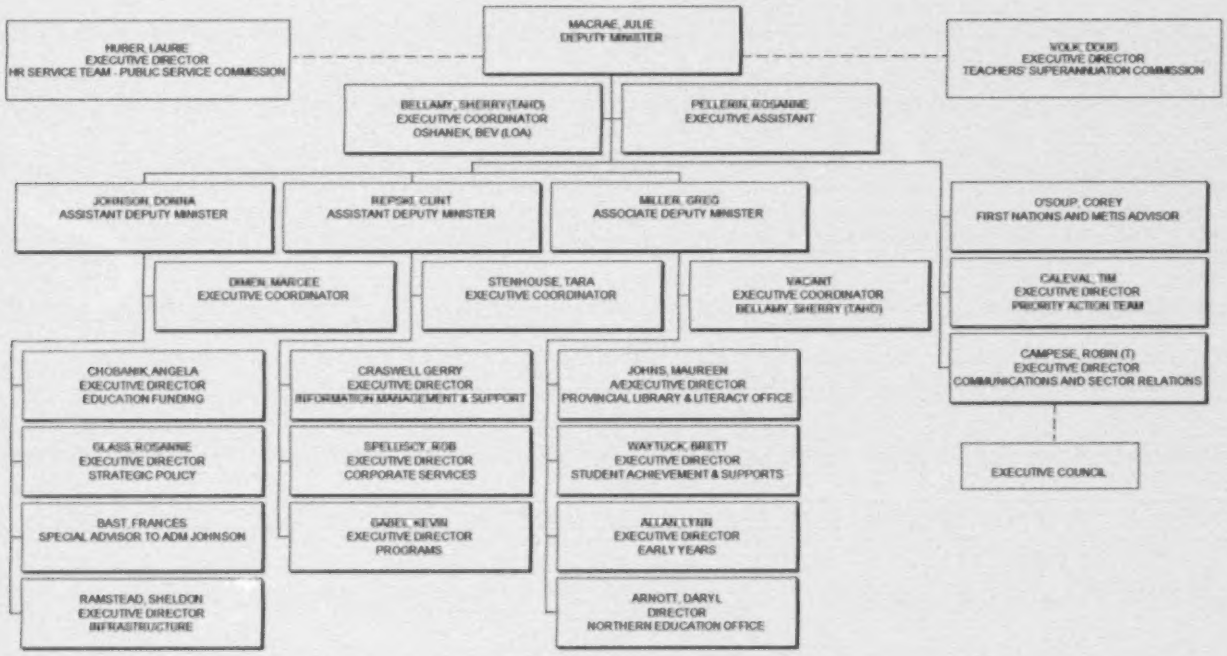
For More Information

For more information about Ministry programs and services, please visit the Ministry's website at www.saskatchewan.ca/government/government-structure/ministries/education or contact:

Ministry of Education
Communications and Sector Relations Branch
5th Floor, 2220 College Avenue
Regina SK S4P 4V9

Government of Saskatchewan

Appendix A – Organization Chart at March 31, 2015



Appendix B – Legislation and Regulations

(at March 31, 2015)

C-7.3 ***The Child Care Act*** **(shared responsibility with Social Services)**
C7.31 Reg 1 *The Child Care Regulations, 2001*

E-0.2 ***The Education Act, 1995***
E-0,2 ***Loi de 1995 sur l'éducation***
E-0.1 Reg 1 *The Education Regulations, 1986*
E-0.1 Reg 11 *The Independent Schools Regulations*
E-0.2 Reg 22 *The Home-based Education Program Regulations, 2013*
E-0.1 Reg 18 *The School Division Tax Loss Compensation Fund Administration Regulations*
E-0.2 Reg 11 *The Teacher Certification and Classification Regulations, 2002*
E-0.2 Reg 4 *The Conseil scolaire Fransaskois Election Regulations*
E-0.2 Reg 6 *The Electronic Meeting Procedures Regulations*
E-0.2 Reg 20 *The Education Funding Regulations*

E-13.1 *The Executive Government Administration Act*
G-5.1 Reg 132 *The Ministry of Education Regulations, 2007*

L-9.02 *The League of Educational Administrators, Directors and Superintendents Act, 1991*

L-14.01 *The Libraries Co-operation Act*
L-14.01 Reg 1 *The Libraries Co-operation Honoraria Regulations*

P-39.2 *The Public Libraries Act, 1996*
P-39.2 Reg 1 *The Public Libraries Regulations, 1996*

R-11.1 *The Registered Music Teachers Act, 2002*

T-6.1 *The Teachers' Dental Plan Act*
T-7.1 *The Teachers' Federation Act, 2006*
T-8 *The Teachers' Life Insurance (Government Contributory) Act*
T-8 Reg 1 *The Teachers' Life Insurance Regulations*
T-9.1 *The Teachers Superannuation and Disability Benefits Act*
T-9.1 Reg 1 *The Teachers' Superannuation and Disability Benefits Regulations*

C-40 *The Teachers' 1990-91 Collective Agreement Implementation Act*